

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, CA

Course of Study

PERCUSSION (Beginning)

I. INTRODUCTION AND GENERAL INFORMATION

Beginning Percussion is a one semester entry level course designed to instruct students in the fundamentals of drumming. The course covers the rudiments, music reading skills as well as elementary skills using all percussion instruments including tympani and set drums.

Successful completion of this class earns five units for each semester and may be counted toward the Tamalpais District graduation requirement, the State of California Graduation Requirement, the State University Entrance Requirements if followed by intermediate or Advanced Band, but may not be used as part of the University of California "F" requirement. The class may be repeated once over a period of four years for credit.

Through musical performance students will study the historical context, the composer, the form, and details of style. Professional recordings and other resources will be used to augment the musical experience and understanding of the music and its background by the students.

During each semester the class will perform, study and make observations on musical compositions using various forms such as the march, overture, etc. This will be done in a parallel with the major work done in the method books.

Membership in the class is maintained with the consent and recommendation of the instructor, which implies satisfactory attendance, participation, performance ability, and cooperation.

Students are expected to provide their own drumsticks and any other minimal supplies. A student unable to provide these supplies can work out an alternate arrangement for assistance with his/her instructor. School equipment may be assigned to students at no cost. Students will not be charged for damages caused by carelessness or negligence with assigned equipment.

Grading is based on participation in class and occasional class activities outside the normal school day and mastery of required technical problems; and homework when required as well as performance and written tests. Participation may be required in concerts of various kinds during or outside school hours.

Public performance is an outgrowth of the music studied in class. Music performed before an appreciative audience can be the source of great satisfaction and create lifetime memories of exultation and joy.

II. COURSE OUTLINE

- A. The following skills are studied in great detail
 - 1. The mechanical aspect of the drum
 - 2. Picking out a pair of sticks
 - a. Balance
 - b. Size
 - c. "Feel"
 - 3. Correct playing position
 - a. With stand
 - b. With strap
 - 4. Stick hand position
 - a. Hands on sticks left & right
 - i. Traditional grip
 - ii. Matched grip
 - b. Stick placement on drum heads

- B. The following Drum Rudiments are taught at three speeds
Quarter note M.M.=80, M.M.=100, M.M.=132
 - 1. Rolls
 - a. Double stroke roll
 - b. Single stroke
 - c. Five stroke
 - d. Nine stroke
 - e. Seven stroke
 - 2. Other rudiments
 - a. Paradiddle
 - b. Flam
 - c. Triplet
 - d. Flam accent
 - e. Ruff

- C. The following rhythmic concepts are studied:
 - 1. Basic concepts
 - a. Whole note, whole note rest
 - b. Half note, half note rest
 - c. Quarter note, quarter note rest
 - d. Combinations of the above
 - 2. Intermediate concepts
 - a. Eighth notes and eighth note rests with combinations
 - b. Sixteenth note patterns of four
 - c. Sixteenths with eighth note
 - 3. Advanced concepts
 - a. Sixteenth notes and rests
 - b. Dotted eighth and sixteenth notes in either position
 - c. Basic syncopation
 - d. Cut time
 - e. Syncopation

f. Musical notation of rudiments

D. The following musical skills are studied

1. Time signatures
 - a. 4/4
 - b. 3/4
 - c. 2/4
 - d. 6/8 slow and fast
2. Dynamics
 - a. MF – Mezzo Forte
 - b. F – Forte
 - c. P – Piano
 - d. PP – Pianissimo
 - e. FF – Fortissimo
3. Notation
 - a. Pitch Bass Clef – Treble Clef
 - b. Crescendo
 - c. Accent
 - d. Measure repeat
 - e. Two measure repeat
 - f. D.C. – Da capo
 - g. D.S. – del Segno
 - h. 1st and 2nd endings
 - i. Repeat sign
 - j. Fermata

E. Most or all of the following percussion instruments are introduced

1. Drums
 - a. Bass drum
 - b. Concert snare
 - c. Tenor drum
 - d. Tom Tom
 - e. Bongos
 - f. Timbales if available
 - g. Pitched timp-toms or toms if available
2. Cymbals
 - a. Crash
 - b. Ride
 - c. High hat
 - d. Finger Cymbals
 - e. Gong or tam-tam
3. Mallet percussion
 - a. Keyboard
 - b. Bells
 - c. Xylophone
 - d. Vibraphone
 - e. Chimes
4. Tympani

5. Other instruments
 - a. Triangle and beater
 - b. Maracas
 - c. Claves
 - d. Slide Whistle
 - e. Bird Whistle
 - f. Tambourine
 - g. Wood block

- F. The following musical concepts are introduced and studied
 1. Ensemble control
 2. Dynamic control
 - a. Individual
 - b. Group
 3. The interplay of percussion with other instruments
 - a. Snare drum
 - b. Cymbal
 - c. Bass drum
 - d. Others
 4. The relationship of percussion performance to musical style and historical background
 5. Improvising
 6. Jazz and Rock
 7. Development of discriminatory listening habits to both hear and feel

III. METHODS AND MATERIALS

- A. Drum Method Book 1, Harr, Cole
- B. How to Play Rock & Roll Drums, Whistler/Hummel, Rubank
- C. Christmas Time, Buchtel, Kjos
- D. Christmas Carols, Holmes, Rubank

IV. MUSIC VOCABULARY

Please see the Supplement for Beginning Percussion Vocabulary

Approved: June 27, 1989

THE FOLLOWING VOCABULARY REFER SPECIFICALLY TO BEGINNING PERCUSSION:

Batter Head
Beater
Behind the Beat
Calfskin Head
Close
Dampen
Drum Cadence
Drum Key
Drum Set (Traps)
Gut Snare
Head Tension
High-hat
In Front of the Beat
Mallet
On the Beat
Open
Pedal
Pitch Pipe
Plastic Head
Ride Cymbal
Rim
Rim-shot
Rudiment
Sizzle
Shell
Snare Head
Strap
Sustain
Wire Snare